CARLI | Consortium of Academic and Research Libraries in Illinois

- *Welcome Professional Development Alliance member libraries!*

- This PDA session will begin at 10:00 a.m. (Central) and run until 11:00 a.m.

  Please mute your microphone.

- Near the end of the session, you will have an opportunity to ask questions via the chat box or by unmuting your microphone.

- This session will be recorded. PDF slides and the recording will be shared with attendees.

National Institute for Learning Outcomes Assessment

Assessment of Student Learning in Academic Libraries

Dr. Gianina Baker, Assistant Director,
National Institute for Learning Outcomes Assessment

October 14, 2020

National Institute for Learning Outcomes Assessment (NILOA)

NILOA's mission is to discover and disseminate effective use of assessment data to strengthen undergraduate education and support institutions in their assessment efforts.

•Surveys •Web Scans •Case Studies •Focus Groups •Website •Occasional Papers •Resources •Newsletter •Presentations •Transparency Framework •Featured Websites •Accreditation Resources •Assessment Event Calendar •Assessment News •Measuring Quality Inventory •Policy Analysis •Environmental Scan •Degree Qualifications Profile •Tuning

www.LearningOutcomesAssessment.org

About Me

Overview

- Value and Purpose of Assessment
  - What is assessment?
  - What is assessment in the midst of COVID-19?
- How academic libraries contribute to student learning
  - NILOA Survey Results (and will connect them to…)
    - Comprehensive Learner Record
    - High Impact Practices
    - Relationship between equity and assessment
  - Evidence-Based Storytelling
    - Excellence in Assessment (EIA) Designees
- Student Employment in Academic Libraries

"I think you should be more explicit here in step two."

WHY ASSESSMENT MATTERS

Why are evidence-based stories important?

USA TODAY COLLEGE

Is college worth it? Goldman Sachs says not so much

By Brooke Metz 8:30 am EST December 10, 2015

:The Upshot

EVERYDAY ECONOMICS

Is College Worth It? Clearly, New Data Say

David Leonhardt @DLeonhardt MAY 27, 2014

Money

Why College Is Still Worth It Ev[...] Costs Too Much

Liz Weston / Reuters   Oct. 5, 2015

COMMENTARY

An Insider's Take on Assessment: It May Be Worse Than You Thought

By Erik Gilbert | JANUARY 12, 2018

Opinion

College May Not Be Worth It Anymore

Value

- Institutions of higher education are increasingly asked to show the value of attending, i.e. impact in relation to cost; employment – what is the value of a degree and what does it represent in terms of learning?

- Public and policy makers want assurance of the quality of higher education

- Regional and specialized accreditors are asking institutions to show evidence of student learning and instances of use

WHAT DOES A A DEGREE REPRESENT?

seat time?
Carnegie credit hours?
grade point averages?
required courses?
clinical hours?

All of these suggest what degrees represent in terms of numbers.
What do degrees represent in terms of *learning*?

Value

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- Public and policy makers want assurance of the quality of higher education

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Courses

Starting Institution

Transfer Institution

Assignments

Programs

General Ed

Employment

Co-Curriculum

CURRENT STUDENT EXPERIENCE OF HIGHER EDUCATION

HOW WE WORK and ORGANIZE OUR DATA

Courses

Starting Institution

Transfer Institution

Assignments

Programs

General Ed

Employment

Co-Curriculum

ASSESSMENT IS…

Coming to Terms

Assessment?
Research?
Headache?

Assessment is…

- **Finding out whether my students are learning what I think I'm teaching (a faculty member at a long-ago workshop)**

- **A systematic process for understanding and improving student learning (Angelo, 1995)**

- **An integral component of learning (Alverno College)**

- **The systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development (Palumbo & Banta, 1999)**

- "…. any effort to *gather, analyze* and *interpret evidence/data* that describes institutional, divisional or departmental *effectiveness*" (adapted Upcraft & Schuh, 2001)

- " an *ongoing process* aimed at understanding and *improving student learning*" (AAHE, 1995)

- **Your additions? How do you describe assessment?**

Assessment Defined

Assessment of student learning involves the systematic collection, review, and use of information about educational programs/courses/experience undertaken for the purpose of improving student learning and development.

- It does not mean testing or grading only

- It is a discipline and scholarship

- It is not only done because someone said we had to

Assessment

Assessment is most commonly defined as the systematic process of collection, review, and use of information about educational programs, practices, experiences, courses, and the like undertaken for the purpose of improving student learning and development as well as for judging the effectiveness of programmatic offerings in supporting student attainment of learning outcomes.

Systems Approach

Nationally, we are seeing a movement towards a more systematic, and aligned approach to supporting students in their learning, in and out of class, as well as with student employment.

Improvement and Accountability

Table 1

Two Paradigms of Assessment

	Assessment for Improvement Paradigm	**Assessment for Accountability Paradigm**
Strategic Dimensions		
Intent	Formative (Improvement)	Summative (Judgment)
Stance	Internal	External
Predominant Ethos	Engagement	Compliance
Application Choices		
Instrumentation	Multiple/Triangulation	Standardized
Nature of Evidence	Quantitative and Qualitative	Quantitative
Reference Points	Over Time, Comparative, Established Goal	Comparative or Fixed Standard
Communication of Results	Multiple Internal Channels and Media	Public Communication
Uses of Results	Multiple Feedback Loops	Reporting

Learning Paradigm → Learning Systems Paradigm

Institution-Focused	Learner-Centered
Learning assessed for a sample of students	Learning demonstrated for every student
Normative approach	Responsive approach
Summative	Formative
Structured (seat time)	Adaptive/flexible offerings
Implicit outcomes and connections	Explicit outcomes and connections
Individual courses	"our courses"
Silos/territories	Integrated and collaborative
Learning occurring in the institution	Learning happening everywhere

DEGREES THAT MATTER

Moving Higher Education to a Learning Systems Paradigm

NATASHA A. JANKOWSKI
AND DAVID W. MARSHALL

Assessment as good questions about teaching and learning

- What do **we** want our students to know and be able to do?

- What opportunities do **we** provide for developing these abilities? Are our courses "aligned"?

- How do **we** know if and how well students are achieving course and program goals? What is the evidence?

- How do **we** use that evidence to strengthen teaching, course design, curriculum, and other aspects of the student experience?

- How can **we** work together on these questions, building a collaborative culture of evidence and improvement?

Answer in chat: How do you consider your role as an academic librarian in the questions above?

"As a recovering academic, I have been startled to discover recently that students learn outside of class. Who knew? As a ... ad always ... e only in ... ght ... ass. And if ... earning ... I was

Comments of George Mehaffy, at the 34th Annual Conference on the First-Year Experience in 2015

Assessment Community Check-Ins

- Return to Assessment Basics

- This is not a test of online education. Remember: It's not about learning online; it's about learning in a global pandemic crisis.

- Compassion not compliance should drive decisions at this time.

- Listen to students and be flexible.

- Do not require a higher-level of proof in an online class then you would in face-to-face.

FLATTEN THE CURVE

NUMBER OF CASES

HEALTHCARE SYSTEM CAPACITY

TIME SINCE FIRST CASE

WHATEVER, IT'S JUST LIKE A COLD OR FLU.

Check-Ins (cont.)

- Don't start from a point of negativity in perceptions of students to create policy. A policy should not be about blocking cheating but enabling learning.

- Modify end of course/faculty evaluations and use them as a formative planning tool.

- Assessment of student learning is ongoing this semester, the reporting of those efforts is a lower priority that can be postponed or altered.

- This is an opportunity to go beyond surface learning and into deeper learning.

Transparency and COVID-19

Transparency can be a mechanism by which we make the value and worth of educational experiences clear to students, help them make decisions on how to navigate education, as well as determine where to put their attention during a global pandemic crisis. It's also just smart educational practice.

Transparency in Learning: Transparency to Students

Who is aware of learning outcomes? When and in what ways?

Are students clear on why they are doing assignments or different tasks? How their learning connects across course or experiences or employment?

Can we measure students on things they weren't aware they were being measured upon?

Do they know they learned something? And was it what we intended?

HOW LIBRARIES CAN BE ACTIVE PARTNERS

How libraries contribute to student learning

"Librarians routinely collaborate with classroom faculty to integrate information literacy assessment into course assignments…Examples of course-integrated information literacy assessments include the following:

Anthropology. For an anthropology paper, students analyze their inclusion of multiple voices, perspectives, and viewpoints other than their own.

Nursing. An instructor presents a public health problem to a nursing class. Each student team supports its solution to the problem. As part of their report, teams describe how they acquired and used information to solve the problem. (p. 11)"

National Institute for Learning Outcomes Assessment
April 2011

An Essential Partner:
The Librarian's Role in Student Learning Assessment
Debra Gilchrist & Megan Oakleaf
Foreword by Name I. Name

Occasional Paper #14
learningoutcomesassessment.org

Assessment Today

Assessment That Matters:
Trending Toward Practices that Document Authentic Student Learning

Natasha A. Jankowski
Jennifer D. Timmer
Jillian Kinzie
George D. Kuh

National Institute for Learning Outcomes Assessment
Making Learning Outcomes Usable & Transparent
January 2018

1. Most institutions have statements of student learning aligned throughout the institution.

2. Greater use of authentic measures of student learning (classroom assignments, rubrics, capstones)

3. Strong focus on more support for faculty

4. Communicating information about student learning remains a target of opportunity.

5. Equity is a driver of institutional assessment efforts.

NILOA Survey Results

Bar chart showing extent of involvement in national, regional, and state initiatives:

- Mapping curriculum — 77%
- Facilitating faculty work on the design of assignments — 62%
- Developing or implementing pathways to completion — 56%
- Revising general education — 52%
- Increasing quality or scaling-up High-Impact Practices — 50%
- Using VALUE rubrics — 44%
- Using LEAP Essential Learning Outcomes
- Developing competency-based programs — 23%
- Participating in state-wide completion initiatives — 23%
- Developing comprehensive student records — 23%

Extent of involvement in national, regional, an...

COMPREHENSIVE LEARNER RECORD

EXPERIENCE · COMPETENCE · TRAINING · LEARNING · ABILITY · ADVANCED TRAINING · KNOWLEDGE · GROWTH

American Association of Collegiate Registrars and Admissions Officers (AACRAO) and NASPA: Association of Student Affairs Professionals

The 2017 grant will focus on the development and implementation of a single learner record across a broad number of American colleges and universities. The CSRs seek to **_capture, record, and communicate learning when and where it happens_** in a student's higher education experience. This includes learning outcomes from courses, program and degrees, as well as experience they have outside the classroom that help develop their career ready skills and abilities.

https://www.aacrao.org/signature-initiatives/comprehensive-learner-record

FUTURE STUDENTS | CURRENT STUDENTS | PARENTS | FACULTY AND STAFF | ALUMNI AND FRIENDS | VISITORS AND FANS

Transformative Learning » Student Transformative Learning Record (STLR)

🖨 Share

STLR | STUDENT TRANSFORMATIVE LEARNING RECORD

▶ Center for Excellence in Transformative Teaching & Learning
▶ Transformative Learning Home
▶ Student Experiences
▶ The Central Six
▶ Journal of Transformative Learning
▶ Student Transformative Learning Record (STLR)
   STLR-Tagged Activities
   How STLR Works
   Marketing
   Results and Reporting
   Frequently Asked Questions
   Contact Information
▶ Masonic Endowment Award
▶ 2018 Transformative Learning Conference

Student Transformative Learning Record (STLR)

College students grow and transform through both academic and non-academic experiences while at the University of Central Oklahoma (UCO). Students' academic transcripts display their aptitude in their Discipline Knowledge, but how can they track and display their growth in other important areas?

UCO's Student Transformative Learning Record (STLR) is like a second transcript that records students' growth and Transformative Learning across the other five of UCO's Central Six Tenets pictured below.

For example, students might:

- learn how to work well in teams with people whose opinions differ from their own;
- develop leadership skills as president of a student organization;
- improve their ability to interact positively and appropriately with co-workers, customers, and others from different countries and cultures in their classes;
- find out how to contribute as productive citizens to their local communities, the nation, and the world through volunteering;
- or might practice solving unscripted problems and devise creative solutions while doing independent research.

Students reflect on their experiences, then receive feedback from a trained faculty or staff member. Students store these experiential artifacts in different versions of ePortfolios that they can share with potential employers, graduate schools, or others to highlight their most employable strengths.

STLR - Because College is About More Than a Degree.

Discipline Knowledge | Global & Cultural Competencies | Health & Wellness | Leadership | Research, Creative & Scholarly Activities | Service Learning & Civic Engagement

Transformative Learning in the News

Wall Street Journal ranks UCO 6th in Student Engagement

STLR receives a WCET 2016 WOW Award

STLR part of Comprehensive Student Record project

UCO has a link to Canada, Edmond Life & Leisure

TL at UCO in Civitas Learning Space

About STLR:

By Tenet	Transformation	Integration	Exposure	Not Achieved
Global & Cultural Competencies	The experience led to the student's new identity as a global citizen, and she/he now seeks interactions and growth from diverse communities and cultures.	The student's perspective has expanded to value different cultural worldviews and she/he is able to articulate a sense of identity in a global context.	The student displays an openness to learning about global and cultural differences and/or took part in an activity where she/he was exposed to worldviews of other cultures.	The student has not *yet* provided evidence of openness to or awareness of the concepts listed in exposure for this tenet.

IUPUI Experiential and Applied Learning Record

INDIANA UNIVERSITY PURDUE UNIVERSITY INDIANAPOLIS

IUPUI validates all achievements presented on this Record and it is an official University document. Assessment occurs within each program responsible for the achievement and validation occurs in the Office of the Registrar. Each achievement is maintained in a centralized system. Students do not personally enter any information onto this record. Each Achievement is tied to an IUPUI Principle of Co-Curricular Learning as reflected at the bottom of the record. Note that achievements reflected by semester may have occurred during only a portion of the semester.

Student Information

Name	<Student Primary Name....................>
Student ID	<Student ID #>
Most Recent Major	MS in Crim Jus and Pub Sfty

Summary of IUPUI Achievements

Diversity	Global	Internship	Leadership	Research	Service
3 Semesters	3 Semesters	560 Hours	2 Semesters	400 Hours	180 Hours

Achievement Timeline

2013 and Before   **2014**   **2015**   **2016**

2013
- Pharmaceutical Research - Spring
- Sam H. Jones Community Service Scholar
  - Alternative Break Trip Leader - Spring
- Information Technology Intern - Fall

2012
- Sam H. Jones Community Service Scholar
  - Community Service Leader - Spring
- Undergraduate Research Opportunity - Fall

2011
- Sam H. Jones Community Service Scholar
  - Alternative Break Trip Leader - Fall
- Undergraduate Research Opportunity - Fall

2014

Spring
- IU Simon Cancer Research

Fall
- Habitat For Humanity
- Multicultural Leadership Program
- Undergraduate Research Conference

2015

Spring
- Habitat For Humanity
- Honors Research
- Undergraduate Research Conference

Fall
- Honors Research

2016

Spring
- Sam H. Jones Community Service Scholar
  - Service Corps

Summer
- Accounting Intern
- Diversity Scholars Research

Fall
- Multidisciplinary Undergraduate Research
- Sam H. Jones Community Service Scholar
  - Community Service Leader

IUPUI Principles of Co-Curricular Learning

Core Communication **2**	Integration of Knowledge **10**	Understanding Society & Culture **3**
Critical Thinking **7**	Interpersonal Development	Values & Ethics
Depth/Breadth/Adaptiveness **3**	Intrapersonal Development **4**	

Mary Beth Myers
Mary Beth Myers
Registrar

Global Engagement

- Global experience #8888888888888888888 - International Fisherman
  Niger's Capital, Agadez NER - 3 Semesters
- <experience info ....>
  <city, state/province/territory, country> - 2 Semesters

Diversity

- Coordinator - Disability Awareness Week
  IUPUI, Indianapolis IN - 60 Hours
- Diversity Experience Title that takes up a
  really
  whole lot of room on page
  Someplace, Indianapolis Indiana - 50 Hours
- Multicultural Leadership Empowerment
  Program
  40 Hours
- Diversity Experience Title #2 takes up a really
  whole lot of room on page
  Carbondale, IL - 25 Hours

Internships

- Information Technology Intern
  MISO, Carmel IN USA - 780 Hours
- Accounting Intern
  Eli Lilly, Indianapolis IN USA - 560 Hours

Leadership

- Fraternity Treasurer, Phi Delta Theta
  IUPUI Indianapolis IN USA - 4
  Semesters
- Fraternity Vice President, Phi Delta
  Theta
  IUPUI, Indianapolis IN USA - 2
  Semesters

Research Hours

255
195
135
55

Undergraduate Research
Opportunity Program

Some Other
Research Program

Multidisciplinary Undergraduate
Research Institute

Summer Diversity Scholars
Research Program

Service Hours

Family, School &
Neighborhood Engagement

Alternative Break
Trip Leader

Community Service
Leaders

Alternative Break
Co-Coordinator

Community Service
Scholars

10
15
55
20
15

NILOA Survey Results

Extent of involvement in national, regional, and local learning initiatives

Mapping Tools

Learning Outcomes	General Education	Major Courses	Activities and Experience That Provide Support	Possible Careers
Learning Outcome 1	General education courses that support the learning outcomes	Courses that address specific outcomes	Co-curricular elements that support specific outcomes	Possible career paths related to the map
Learning Outcome 2				

Figure 4. Degree-level relationship map

National Institute for
Learning Outcomes Assessment
Making Learning Outcomes Usable & Transparent

**Mapping Learning:
A Toolkit of Resources**

http://www.learningoutcomeassessment.org/NILOAReports.htm

National Institute for Learning Outcomes Assessment

Equity and Assessment

*What is needed is
ways of higher ed
and expectations
ascribe to, but to
intentional efforts
structures, create
ensure that credit
demonstration of
take. (p. 16)*

National Institute for Learning Outcomes Assessment

January 2017

Equity and Assessment:
Moving Towards Culturally Responsive Assessment

Erick Montenegro and Natasha A. Jankowski

Occasional Paper #29
www.learningoutcomesassessment.org

How can you work to ensure that students' learning from a variety of places are acknowledged, validated and awarded?

"Assessment, if not done with equity in mind, privileges and validates certain types of learning and evidence of learning over others, can hinder the validation of multiple means of demonstration, and can reinforce within students the false notion that they do not belong in higher education." (Montenegro & Jankowski, 2017)

DANCE YOUR PH.D.

A.D. Carson

PARENTAL ADVISORY
EXPLICIT CONTENT

Owning My Masters
The Rhetorics of Rhymes & Revolutions
A Dissertation for the Graduate School at Clemson University [DTR]

Equity-minded assessment entails the following actions:

- Check biases and ask reflective questions throughout the assessment process to address assumptions and positions of privilege.
- Use multiple sources of evidence appropriate for the students being assessed and assessment effort.
- Include student perspectives and take action based on perspectives.
- Increase transparency in assessment results and actions taken.
- Ensure collected data can be meaningfully disaggregated and interrogated.
- Make evidence-based changes that address issues of equity that are context-specific.

Student Affairs Assessment Leaders (SAAL) Statement

BLACK LIVES MATTER

Our country grieves the lives of George Floyd, Breonna Taylor, Tony McDade, and Ahmaud Arbery, as well as many, many more Black lives and minds lost to systemic, anti-Black violence. The pain and current response are rooted in 400 years of racialized violence. This violence is not new to our country nor to our institutions. Most of us work at campuses and live in neighborhoods that are rooted in systems of slavery, theft of indigenous lands, and/or exploitation of people of color.

Assessment is not exempt from being complicit or contributing to oppression, biased interpretation, erasure of identities, or inviting only privileged perspectives for contributions. While we work as assessment professionals, we are human beings and still subject to the biases of our cultures. To serve our diverse students, colleagues, and institutions, we must work to eliminate these biases from our work and our lives. To this end, the Board of Student Affairs Assessment Leaders recommends actions for individual members and pledge actions that you, the members, can and should expect from us.

Here are action steps we can all continue or start to take as assessment leaders:

- Educate yourself on [critical assessment theory and practice](#) and share with others.

- Be active and engaged in forwarding anti-racist work in all the ways that you can. Equity and inclusion are not add-ons to our work, but should always be centered in what we do.

- Develop an [equity scorecard](#) to highlight strengths and opportunities to advance equity.

- Invite people with diverse perspectives to the table, especially when developing measures and learning outcomes.

- Engage in [methodological pluralism](#). One method of data collection fosters one way of telling a story.

- When analyzing and interpreting data, pull together a diverse group of individuals to do so. If you are interpreting data regarding historically underrepresented students, engage with such students to facilitate the opportunity to inform and shape the narrative.

Action Steps (cont.)

- Disaggregate data to explore diverse lived experiences. Relying on averages masks the margins. In addition to data disaggregation, conduct within-group analysis rather than assuming homogeneity.

- When interpreting data related to historically marginalized groups, work to avoid fostering stereotyping or taking a deficit-based approach. Include students in the interpretation to contextualize the data.

- When conducting cross-group analysis and comparisons: 1) use approaches that do not require a large N, effectively silencing marginalized groups 2) do not compare historically marginalized students to white students without contextualizing their experiences.

- Work with diverse groups to develop assessment questions so that questions are not chronically reflective of historically dominant perspectives.

SAAL Reflection Questions

- Engage in active self-reflection or reflexivity.
  - How do your identities shape your approach to data collection and analysis?
  - What voices are elevated?
  - How is evidence determined to be valid?
  - Who has a say in the credibility of evidence?

- Ask yourself, "Am I willing to risk my power, privilege, position to be an ally to people of color?" Get to a place of yes.

Answer in chat: How can academic librarians/libraries support SAAL's (and other organizations) statement(s/)?

NILOA Survey Results

Mapping curriculum	77%
Facilitating faculty work on the design of assignments	62%
Developing or implementing pathways to completion	56%
Revising general education	52%
Increasing quality or scaling-up High-Impact Practices	50%
Using VALUE rubrics	44%
Using LEAP Essential Learning Outcomes	28%
Developing competency-based programs	23%
Participating in state-wide completion initiatives	23%
Developing comprehensive student records	23%

Extent of involvement in national, regional, and local learning initiatives

High-Impact Practices (HIPs)

Kuh & O'Donnell (2013), Ensuring Quality & Taking High-Impact Practices to Scale.

- High expectations for performance
- Extended investment of time and effort
- Experiencing diversity
- Frequent feedback
- Public demonstration of competency
- Faculty and peer interaction
- Reflecting and integrating learning
- Relevance of learning through real-world applications

High-Impact Educational Practices

First-Year Seminars and Experiences
Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences
The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities
The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses
These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects
Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research
Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning
Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

ePortfolios
ePortfolios are the latest addition to AAC&U's list of high-impact educational practices, and higher education has developed a range of ways to implement them for teaching and learning, programmatic assessment, and career development. ePortfolios enable students to electronically collect their work over time, reflect upon their personal and academic growth, and then share selected items with others, such as professors, advisors, and potential employers. Because collection over time is a key element of the ePortfolio process, employing ePortfolios in collaboration with other high-impact practices provides opportunities for students to make connections between various educational experiences.

Service Learning, Community-Based Learning
In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships
Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects
Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

LEAP

NILOA Survey Results

Extent of involvement in national, regional, and local learning initiatives

Assignments as Assessments

Faculty are working to create a curriculum that intentionally builds in *integrated learning opportunities over time for students to apply* and practice as well as transfer their knowledge and skills through assignments, in and out of courses.

"We all have these things that we're subconsciously looking for when we grade assignments…that we're regularly disappointed with. And then you get to poking around in your assignments and realize that nowhere in there did you ever really ask them to demonstrate those things."

Assessment Today

Assessment That Matters:
Trending Toward Practices that Document Authentic Student Learning

National Institute for
Learning Outcomes Assessment
Making Learning Outcomes Usable & Transparent
January 2018

Natasha A. Jankowski
Jennifer D. Timmer
Jillian Kinzie
George D. Kuh

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2. Greater use of authentic measures of student learning (classroom assignments, rubrics, capstones)

3. Strong focus on more support for faculty

4. **Communicating information about student learning remains a target of opportunity.**

5. Equity is a driver of institutional assessment efforts.

Evidence-Based Storytelling

The story told by an assessment is thus ultimately a function of the dimensions of measurement that determine the possible directions the narrative might take. So accountability requires that we take responsibility for the story we commit ourselves to telling. **We must make public the rationale for choosing that story as opposed to alternative narratives**. This requires that we first deliberate with our colleagues and stakeholders about the goals we set, the missions of our schools, and the elaborated conceptions of our purposes.

The current quest for accountability creates a precious opportunity for educators to tell the full range of stories about learning and teaching. **Counting and recounting can only be pursued together. Counting without narrative is meaningless. Narrative without counting is suspicious.**

Lee S. Shulman (2007) Counting and Recounting: Assessment and the Quest for Accountability, Change: The Magazine of Higher Learning, 39:1, 20-25, DOI: 10.3200/CHNG.39.1.20-25

Evidence-Based Storytelling

Evidence of student learning is used in **support of claims or arguments** about **improvement and accountability** told through **stories** to **persuade a specific audience.**

Need to tell our story and help students tell theirs.

What do we want to know about students?

- What argument do you want to make about your students' learning?

- What type of evidence would be necessary to make the argument?

Causal Statements

The ability to make causal claims about our impact on students and their learning

Institutional structures and support + student = enhanced learning

Difficulty of Causal Statements

- Mobility of students
- Untracked changes
- Changes in courses add up to program level change
- Lack of clarity on what even counts as a program
- Life
- Levels at which use occurs
- Longer than a year cycle
- Loosely coupled relationships

Opportunity: Review of senior capstone projects that graduating students are struggling with proper references to support their work (or their evidence base is not matching the disciplinary standard and information literacy is lacking.

Assumption: If students hear about information literacy more often and are asked to practice it more through class assignments, they will be better prepared

- Curricular changes:
  - Provide students with more opportunities to engage in locating discipline-specific references
  - Cover the topic frequently in multiple classes
  - Provide assignments and feedback regularly in various settings
- Partnering with library to provide supplemental support
- Explore connections between gen ed and major related to information literacy to reinforce and bridge gen ed and discipline-specific approaches to locating valid and reliable resources

Jankowski & Marshall, Degrees That Matter, 2017, p. 42

One does not simply explore evidence alone…

Communicating Learning Outcome Improvement

As learning organizations, should colleges and universities share their improvement stories?

Outcomes data suggested our students were not making gains on XYZ, so we took action! Enhancements to the first-year seminar, advising, and writing assignments have made a difference.

EIA Designation:
1. Effectively communicating a coherent narrative of institution-level assessment of student learning
2. Communicates work to various audiences by connecting multiple points of evidence

http://learningoutcomesassessment.org/TransparencyFramework.htm

Sustained Excellence in Assessment 2020 Designees

DESIGNEE

University of Wisconsin Whitewater

Miami Dade College

McKENDREE UNIVERSITY

Co-sponsors: **VSA Analytics,** the National Institute for **Learning Outcomes Assessment (NILOA)**, and the **Association of American Colleges and Universities (AAC&U)**. VSA is a joint initiative of the **American Association of State Colleges and Universities (AASCU)** and the **Association of Public & Land-grant Universities (APLU)**.

Excellence in Assessment
2020 Designees

EXCELLENCE IN ASSESSMENT
2019 Designees

EXCELLENCE IN ASSESSMENT
2018 Designees

BOWIE STATE UNIVERSITY 1865

Harper College

UNC CHARLOTTE

NORTHERN ARIZONA UNIVERSITY

MISSISSIPPI STATE UNIVERSITY

Co-sponsors: **Voluntary System of Accountability (VSA)**, the National Institute for **Learning Outcomes Assessment (NILOA)**, and the **Association of American Colleges and Universities (AAC&U)**. VSA is a joint initiative of the **American Association of State Colleges and Universities (AASCU)** and the **Association of Public & Land-grant Universities (APLU)**.

EXCELLENCE IN ASSESSMENT
2016 Designees

Co-sponsors: **Voluntary System of Accountability (VSA)**, the National Institute for **Learning Outcomes Assessment (NILOA)**, and the **Association of American Colleges and Universities (AAC&U)**. VSA is a joint initiative of the **American Association of State Colleges and Universities (AASCU)** and the **Association of Public & Land-grant Universities (APLU)**.

National Institute for Learning Outcomes Assessment
October 2017

Creating Sustainable Assessment through Collaboration
A National Program Reveals Effective Practices

Kara J. Malenfant and Karen Brown

Occasional Paper #31
www.learningoutcomesassessment.org

Connecting the library and student learning

1. Students benefit from library instruction in their initial coursework;

2. Library use increases student success;

3. Collaborative academic programs and services involving the library enhance student learning;

4. Information literacy instruction strengthens general education outcomes; and

5. Library research consultations boost student learning.

www.learningoutcomesassessment.org   65

Student Employment in Academic Libraries

Student Employment as a HIP

Two conversations a semester:

- ⬡ 1. How is this job fitting in with your academics?
- ⬡ 2. What are you earing here at work that is helping you in school?
- ⬡ 3. What are you learning in class that you can apply here at work?
- ⬡ 4. Can you give me a couple of examples of things you are learning here at work you might use in your chosen procession

What are Student Learning Outcomes

"Goals that describe the knowledge, skills, attitudes & habits of mind that students take with them from a learning experience."

(Suskie, 2009)

In other words……

What should students **know** or **be able to do** as a result of the program and service we provide

SLO's examine skills that students develop through their experiences

(adapted from Campus Labs)

Focusing on Student Learning

Characteristics of Good Student Learning Outcomes

➢ Aligns with departmental, divisional and institutional goals

➢ Describes knowledge, skills, or attitudes

➢ Learning Centered

➢ Describes a single behavior that is
  ➢ Meaningful
  ➢ Specific
  ➢ Measurable
  ➢ Realistic
  ➢ Relevant

Writing Learning Outcomes

WHO	Will do WHAT	To BE ABLE TO	As Demonstrated By
First Year Students	Attend orientation	Identify 3 resources on campus they might use…	Completing a survey at the end of the program
Peer Health Educators	Participate in a training session	Define 3 strategies to improve personal health	Developing a presentation outline
Resident Advisors	Complete a workshop	Demonstrate effective conflict resolution strategies	Evaluation during mock roommate conflict simulations

Student Employment

- Student Employment
- **Minimum Definition of Practice**
- Student Employment is the practice of providing financial support through Federal Work-Study (FWS), institutional funds, or departmental funds to students enrolled in an undergraduate program in exchange for their contribution to the academic department, support unit, or community organization in which they are employed. Student employees work toward meaningful learning outcomes through the fulfillment of job responsibilities. These outcomes may include intellectual growth, development of the NACE competencies, or receipt of technical training, among other mutually agreed-upon goals (adapted from NASPA).

Job Descriptions as Learning Outcomes

Academic Tutor

According to the Department of Education and the Federal Work-Study Program, there must be a written job description on file for each work-study position. Please be clear and specific when writing your job description(s), as they must accurately reflect the tasks and nature of the work your student employee(s) will complete.

Position Classification Title: Academic Tutor

Assists students who are in need of academic tutoring. Serves in an advisory or resource role by assisting and encouraging fellow students to meet their academic and/or personal goals. Academic requirements and qualifications depend upon the needs of the student who needs to be tutored. May be required to submit written reports, maintain confidentiality, understand University academic, judicial, and social policies. Must possess good oral and written communication skills. Responsibilities may require judgment, previous training, and proof of knowledge of subject matter. Performs related tasks as assigned.

Student Learning Outcomes

As a result of development opportunities, training and work experience, student employees will be able to:

- Demonstrate effective written and verbal communication skills

- Understand and apply professional and ethical responsibility

- Enhance their time management, problem solving and, teamwork skills

https://www.wssu.edu/student-life/career-development-services/student-employment/work-study-employers/job-description-bank/index.html

Common Library Job Descriptions

Student Library Assistant

TITLE	JOB CODE	DESCRIPTION
Student Library Assistant I Wage Scale: $11.80-13.55	10904	Assist staff with daily, routine library operations. Duties may include library searches, general office work, data entry, assisting patrons, book repairs, and maintaining statistics. Good manual dexterity necessary for specified tasks.
Student Library Assistant II Wage Scale: $12.05-14.85	10905	Perform complex library tasks with minimal supervision. Ability to work effectively with the public. May oversee operation of library unit in absence of

JOB TITLE: Library Teaching and Research Assistant – student

JOB SUMMARY: Under the supervision of the permanent staff, the Library Teaching & Research Assistant (TRA) is responsible for supporting the teaching and research programs at the library through administrative tasks and special projects, including web content work on the library's research guides. Administrative responsibilities include scanning, copying, data entry, scheduling, and other duties as assigned. Special projects may consist of data analysis, online research, and book display support. The TRA is a Level 2 position.

REPORTS TO: Teaching & Learning Librarian

DUTIES:

- Support teaching through administrative tasks such as copying, scanning, cutting, laminating.
- Create book displays and exhibits.
- Participate in user testing and maintenance of the library's research guides, including following accessibility and copyright guidelines. Potentially contribute intellectually to online content through research projects.
- Create signage and social media posts to support teaching and research programs.
- Assist library staff with additional projects as needed.

SCHEDULE: Weekly meeting with Teaching & Learning Librarian, flexible daytime hours Monday-Friday in two-four hour shifts, up to 6 hours/week.

REQUIRED EXPERIENCE:

- Completion of WRT 181 and a WEC course. Completion of College Writing Proficiency (CWP) preferred.
- Completion of Foundational Level Data Analytics (Part I course). Completion of data analytics proficiency (Parts I and II) preferred.

REQUIRED SKILLS:

- Strong interpersonal and verbal and written communication skills.
- Detail-oriented; able to follow directions; able and willing to ask questions.
- Experience with Microsoft Office products, especially Excel.
- Ability to learn new technology.

- Scaffolded training in web accessibility and copyright as necessary.
- Ongoing training throughout the year to support the completion of new projects.

Share any learning outcomes your institution may have in the chat box!

National Institute for Learning Outcomes Assessment

www.learningoutcomesass

What's Next

- Find your job descriptions.
- Think about what you want students to know and to do.
- Start writing learning outcomes.
- Share with students to see if they have feedback.
- Share with others and get their feedback.
  - Think about a charrette process.

Student Employment Efforts

Open Access Articles

A
Good Job

Campus Employment as a High-Impact Practice

GEORGE S. McCLELLAN • KRISTINA CREAGER • MARIANNA SAVOCA

FOREWORD BY GEORGE D. KUH

National Institute for Learning Outcomes Assessment

https://www.naspa.org/files/dmfile/NASPA_EmploymentStudentSuccess_FINAL_April1_LOWRES_REVISED.pdf

https://www.naspa.org/files/dmfile/NASPA_EmploymentStudentSuccess_Rubric_Compressed.pdf

FINAL TAKEAWAYS

Or is it just the beginning??

Questions

Email us: niloa@education.illinois.edu

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Assignment Library: www.assignmentlibrary.org
Degree Qualifications Profile: www.degreeprofile.org
NILOA Website: www.learningoutcomesassessment.org
Join Our Email List: goo.gl/DDU56q

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